



Week 5 Assignment

Overview

Your Week 5 assignment provides you with an opportunity to reflect on your learning in this course and how you will apply it in your future work as a school administrator.

Rubric

Use this rubric to guide your work on the Week 5 Assignment.

Tasks ↓	Accomplished No errors in grammar, spelling or punctuation.	Proficient Few errors in grammar, spelling or punctuation.	Needs Improvement Responses lack clarity and depth and/or multiple errors in grammar, spelling or punctuation.	Unacceptable No Response submitted.
Part 1 Disaster Planning and Impact Field Experience Reflections	The student completed all aspects of the assignment and demonstrated knowledge and skills as indicated in the performance outcomes. (3 points)	The student completed the assignment, but did not demonstrate complete responses to each aspect of the assignment. (2 points)	The student attempted to complete the assignment, but failed to meet minimum requirements in all aspects of the assignment. (1 point)	The student did not submit the assignment, content is incomplete, failed to meet minimum requirements in all aspects of the assignment. (0 points)
Part 2 HR Identification and Application of Field Experiences	The student completed all aspects of the assignment and demonstrated knowledge and skills as indicated in the performance outcomes. (3 points)	The student completed the assignment, but did not demonstrate complete responses to each aspect of the assignment. (2 points)	The student attempted to complete the assignment, but failed to meet minimum requirements in all aspects of the assignment. (1 point)	The student did not submit the assignment, content is incomplete, failed to meet minimum requirements in all aspects of the assignment. (0 points)
Part 3 Principal Competencies and Skills Survey	The student completed all aspects of the assignment and demonstrated knowledge and skills as indicated in the performance outcomes. (3 points)	The student completed the assignment, but did not demonstrate complete responses to each aspect of the assignment. (2 points)	The student attempted to complete the assignment, but failed to meet minimum requirements in all aspects of the assignment. (1 point)	The student did not submit the assignment, content is incomplete, failed to meet minimum requirements in all aspects of the assignment. (0 points)
Part 4 Conducting Mediation and Reflections on Lessons	The student completed all aspects of the assignment and demonstrated knowledge and skills as indicated in the performance	The student completed the assignment, but did not demonstrate complete responses to each aspect of the	The student attempted to complete the assignment, but failed to meet minimum requirements in all	The student did not submit the assignment, content is incomplete, failed to meet minimum requirements in all aspects of the

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Learned	outcomes. (3 points)	assignment. (2 points)	aspects of the assignment. (1 point)	assignment. (0 points)
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Week 5 Assignment, Part 1: Disaster Planning and Impact Field Experience Reflections

Your Week 5 lecture discussed the impact of natural disasters, like hurricanes, on public schools and all of the stakeholders impacted by the disaster. Disasters, man made and natural, can have immense impacts on school systems, especially in terms of human resources and budgeting. Preparing for such disasters must be a leadership imperative.

Using your own observations and experiences, including interviewing someone in your Human Resource or Personnel department, along with campus administrators, answer the questions below.

Does your campus have a plan to respond to disasters? Explain.

After interviewing human resource personnel and my principal I have come to the conclusion that my principal, Dr. Lynda Carter, is more aware of district policies than those who run human resources. My principal explained that the Highland Park Independent School District maintains both District and Campus Emergency Operations plans for the safety of its students and employees. All administrators and safety committee members receive annual licensure in safety. During the 2010-2011 academic year, we conducted a district-wide safety audit that was extensive even involving the surveying of students. We have drills to go over tornado, fire, and lock downs. We have a plan for evacuation in which we walk to the Middle School which is over a mile away. During campus orientation every year we review general safety precautions of the campus, drills, and preparedness for emergencies that might arise in the course of a day, month, or year.

What impact do disasters have on budgeting issues, including potential loss of personnel due to the disaster? Have you experienced an increase or loss of student enrollment due to a disaster?

What impact do disasters have on budgeting issues, including potential loss of personnel due to the disaster?

My human resources representative, Christy Hirsch, was very honest in that she really did not know how the district would handle disasters. She even asked the Director of Personnel but to no avail. She pointed me to the district policies so that I could find what our district guidelines were since she was unaware. She said that luckily they had never needed to know the information since a disaster had never occurred in the district during her tenure.

From the board policies, I found that my district will continue to pay nonexempt employees their regular pay during the first ten days of an emergency. During a disaster, a nonexempt employee who works during that time will receive one and a half times their regular rate of pay whether or not within the first ten days of closing. The Superintendent or designee will approve payments and ensure accurate record of hours is kept for such instances.

On page four of the Highland Park Board Policy on Purchasing and Acquisition it states, "If school equipment, a school facility, or a part of a school facility or personal property is destroyed or severely damaged or, as a result of an unforeseen catastrophe or emergency, undergoes major operational or structural failure, and the Board determines that the delay posed by the methods provided for in Education Code 44.031 would prevent or substantially impair the

conduct of classes or other essential school activities, then contracts for the replacement or repair of the equipment, school facility, or the part of the school facility may be made by methods other than those required by Education Code 44.031. Education Code 44.031(h)”

On page three of the Highland Park Board Policy on Facilities Construction it states, “If school equipment, a school facility, or a part of a school facility or personal property is destroyed or severely damaged or, as a result of an unforeseen catastrophe or emergency, undergoes major operational or structural failure, and the Board determines that the delay posed by the methods provided for in Education Code 44.031 would prevent or substantially impair the conduct of classes or other essential school activities, then contracts for the replacement or repair of the equipment, school facility, or the part of the school facility may be made by methods other than those required by Education Code 44.031. Education Code 44.031(h)”

Have you experienced an increase or loss of student enrollment due to a disaster?

My district only incurred a few students due to Hurricane Katrina but too few students that the Human Resource representative could not find the total number.

How do disasters affect accountability and budget issues, like daily attendance, meeting minimum attendance days, and completion, graduation and dropout rates?

Again, my human resource representative was very honest in that she really did not know how the district would handle disasters. She even asked the Director of Personnel but to no avail. She pointed me to the district policies so that I could find what our district guidelines were since she was unaware. She said that luckily they had never needed to know the information since a disaster had never occurred in the district during her tenure.

On page four of the Highland Park policy concerning attendance and attendance accounting it addresses disasters. “The Commissioner shall adjust the average daily attendance of the District all or part of which is located in an area declared a disaster area by the governor under Government Code Chapter 418 if the District experiences a decline in average daily attendance that is reasonably attributed to the impact of the disaster. The Commissioner shall make the adjustment required by section for the two year period following the date of the governor’s initial proclamation or executive order declaring the state a disaster” Education Code 42.0051”

I could not find any district policy pertaining to graduation or dropout rates concerning disasters or catastrophes.

I did search the Education Code and found that under 42.0051 it specifically states a more in-depth description of the information needed for Average Daily Attendance for District in Disaster Areas than my district policy.

Education Code:

Sec. 42.0051. AVERAGE DAILY ATTENDANCE FOR DISTRICTS IN DISASTER AREA. (a) From funds specifically appropriated for the purpose or other funds available to the commissioner for that purpose, the commissioner shall adjust the average daily attendance of a school district all or part of which is located in an area declared a disaster area by the governor under Chapter 418, Government Code, if the district experiences a decline in average daily attendance that is reasonably attributable to the impact of the disaster.

(b) The adjustment must be sufficient to ensure that the district receives funding comparable to the funding that the district would have received if the decline in average daily attendance reasonably attributable to the impact of the disaster had not occurred.

(c) The commissioner shall make the adjustment required by this section for the two-year period following the date of the governor's initial proclamation or executive order declaring the state of disaster.

(d) Section 42.005(b) (2) does not apply to a district that receives an adjustment under this section.

(e) A district that receives an adjustment under this section may not receive any additional adjustment under Section 42.005(d) for the decline in average daily attendance on which the adjustment under this section is based.

(f) For purposes of this title, a district's adjusted average daily attendance under this section is considered to be the district's average daily attendance as determined under Section 42.005.

What advice did you receive regarding being prepared for natural or man-made disasters?

I did not receive any advice even after asking. The only recommendation I could give would be that my district Human Resource personnel need to understand the disaster procedures and outcomes that could occur in our district. The only personal quote I was able to get from the person I interviewed was, "I wish I knew more, yet I hope we don't ever have the need to."

Week 5 Assignment, Part 2: HR Identification and Application of Field Experiences

Along with its alignment with State Board for Education Certification standards, this course also incorporates the Educational Leadership Constituent Council's (ELCC) Educational Leadership Policy Standards. These standards and supporting skill functions were discussed in the Week 5 lecture. Please review the national standards and review your assignments from this course, (e.g., field experiences, interviews, readings, tests and other activities), and identify activities that addressed each of the six ELCC national standards.

Here are the national standards and supporting functions:

Standard 1: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Supporting human resource functions:

- Collect and use data to identify goals, assess organizational effectiveness, and promote organization learning.
- Create and implement plans to achieve goals.
- Promote continuous and sustainable improvement.

- Monitor and evaluate progress and revise plans.

In the space below, describe which activities you completed for this course address ELCC Standard 1.

Week 1:

From those I have talked to about our Site-Based Decision Making Committee, our principal leads all meetings and decides on topics to be discussed. If pertinent she has the president of the PTA address important topics. The principal usually addresses the area of professional development with the committee. For example, the principal relates to the committee that our teachers are required to have seven hours of on campus technology professional development that occurs after contracted hours. On the campus improvement plan our required seven hours is specified. In each area of the campus improvement plan, professional development is addressed for teachers, amount to be spent per year, and the topics that are appropriate for teachers to utilize.

Once a year, the principal allows for specific member of the campus based decision making team to edit the campus improvement plan. The team is allowed to edit over a specified week. The principal then decides if the edited document is appropriate and she makes a final decision on what is the finished campus improvement plan.

At my campus the diversity is not quite an issue that has been addressed in staff development. We have monthly required professional development to cover our students who have autism. We do not ever have any sessions on our campus designed to meet any other diversity issues. If the district offers such courses then teachers would have to regularly search through our Eduphoria Workshop at least once a month or more often.

The communication with parents is done entirely in English. Most communication is via email, campus website, and twitter. Once a week some communication is sent via print but always in English.

Principals need to effectively address diversity within a campus and to effectively communicate with stakeholders. The principal needs to be open to ideas and strategies from other professional staff members and other stakeholders. It is human nature to want to know that your opinion is appreciated to a principal who can value their employees' abilities and opinions is significant.

Principals need to have effect means of communicating with their staff. Principals need to know how to effectively respond to issues ethically and legally. Teachers are constantly bombarded with political, social, and economic issues. A principal must be able to balance these issues in a manner that all teachers feel their issues are important to the campus/district leadership.

A principal needs to make sure that in all cases of conflict that both sides feel they are heard and taken seriously. A principal's personal feelings on a matter should not be of utmost importance because the principal may not have all the appropriate information. Often mediation is needed so the offending parties can appropriately resolve an issue.

WEEK 4

Last year our designing of the campus improvement was posted online so those involved could edit the original document. We utilized Google Documents and those on the site based decision-making (Campus Leadership Council) were given editing rights. Each grade level and

special team was assigned a color to use while editing the document. The SBDM team met to discuss strategies and they went to work on the plan via the internet with their team members. Since it was on Google Docs, anyone who edits will show easily via the “revision history” and by looking at the colors of editing. If anyone accidentally caused a problem the “review history” section allows for restoration. In the end though, the principal takes the edited version of the campus improvement plan and makes the final decision concerning the plan.

The principal delegates authority throughout the process of developing the campus improvement plan. The whole plan is posted on Google Docs. Individual teachers could view the document but only SBDM team members could edit. Each grade level and special team was assigned a color to use while editing the document. The SBDM team met to discuss strategies and they went to work on the plan via the internet with their team members. Since it was on Google Docs, anyone who edits will show easily via the “revision history” and by looking at the colors of editing.

One example of data based decision making is at the end of every year, the principal has each teacher run their MAPs (Measures of academic Progress) reports. These reports let teachers prove each student has accomplished their annual year of growth.

The principal uses the TAKS scores to create decisions. When our writing TAKS scores went down two years ago by a few points instead of rising, the whole campus, especially third and fourth grades, had to work on updating and revising their writing curriculum. The TAKS goal for the next year was that our school’s 4th graders would achieve Gold Standard on TAKS.

Standard 2: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

Supporting human resource functions:

- Nurture and sustain a culture of collaboration, trust, and high expectations.
- Develop
the instructional and leadership capacity of staff.
- Maximize time spent on quality instruction.
- Promote the use of the most effective and appropriate technologies to support teaching and learning.
- Monitor and evaluate the impact of the instructional program.

In the space below, describe which activities you completed for this course address ELCC Standard 2.

In **week 3** we worked to understand the importance technology and cultural proficiency.

My campus has a technology “vision” which is revised every 4-5 years. Unfortunately, our district does not have a vision that specifically addresses technology. I believe the reason we do not have district technology vision is due to each campus having to raise its own funds for the purchase of technology. Unlike most districts, a very miniscule amount of our tax revenue gets repurposed due to Robin Hood. As of last year, \$1 Billion were repurposed. Each campus is in charge of raising money to spend on anything from copy paper to computer lab. For this reason, I think our district does not feel it has the “right” to tell each campus what they need to do and how to spend their money.

I found it hard to be a “7” in the Cultural Proficiency Receptivity Scale in all areas when the

school I work at now is more than 95% Caucasian without any economically disadvantaged students. I cannot say as a leader I would stress too many cultural differences at our school due to the fact that celebrating differences is quite different than making a student feel like they are singularly chosen due to their ethnicity. Too many of the questions on the survey revolve around the assumption that I work at an ethnically diverse school, but I do not. I may agree with the survey question but cannot say that I would be seen as promoting something that is not present at my school.

My beliefs and my campus beliefs are completely different. I taught for my first eleven years in ESL/Bilingual Title 1 schools. I now work at a school that is over 95% Caucasian, no economically disadvantaged students, and ranks extremely high on TAKS every year. Since there are no problems seen through our data then the leadership does not see any reason to implement any changes to the system. On the other hand, I see the small 5% of students who come from other backgrounds and realize we are giving them a disservice. We must encourage all students to understand each other since our 95% will work in a diverse workplace. We must equip them all with the skills to work with others outside their cultural schemata.

I scored myself as knowing the importance of cultural receptiveness but score my school as blind to most cultural differences. I cannot fault my school for not spending a lot of time on cultural differences when we truly do not have many differences. But, I believe the students need to understand that the world is built around many different cultures and that they will work in a culturally diverse place of work.

Cottrell, V. (2008). Selecting teachers for the year 2022. *Association of School Personnel*

Administrators: AASPA Best Practices in School Personnel, (May/June/July 2008), 8-9.

The article began by addressing that we may have recently started a new century but most of our students will be alive when the next century arrives. For this purpose we must hire that will supply direction for schools in the year 2022. If we seek excellence in our educators then they will be leaders of schools in 2022. The article continued to address four key characteristic that are beneficial in finding qualified teachers being purpose, relationship, unlimited potential, and immediate application. First, a teacher must have a purpose. They must "possess a clear purpose for their life" (pg. 8) and have a clear belief system. Teachers must see nothing more precious than a young human being. Second, teachers must be able to foster relationships. They must have positive and productive relationship with students. People today recall teachers who made a difference in their life. Third, teaches must see the value of unlimited potential. Teachers must understand the importance of lifelong learning for both teacher and positively ingrain this ideal in students. Finally, teachers must utilize immediate application. Once things are learned the students need to apply that knowledge quickly to their everyday life. The article concluded with the 15 qualities of an excellent teaching/learning specialist which are: positive, investing, committed, communicative, personable, compassionate, motivating, objective, generator of alternatives, lesson design, application of learning, student diversity, accountability, adult development, and multiple mentors.

Standard 3: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

Supporting human resource functions:

- Monitor and evaluate the management and operational systems.
- Obtain, allocate, align, and efficiently utilize human, fiscal and technological resources.
- Develop the capacity for distributed leadership.
- Ensure teacher and organizational time is focused to support quality instructional student learning.

In the space below, describe which activities you completed for this course address ELCC Standard 3.

Week 4:

The principal delegates authority throughout the process of developing the campus improvement plan. The whole plan is posted on Google Docs. Individual teachers could view the document but only SBDM team members could edit. Each grade level and special team was assigned a color to use while editing the document. The SBDM team met to discuss strategies and they went to work on the plan via the internet with their team members. Since it was on Google Docs, anyone who edits will show easily via the "revision history" and by looking at the colors of editing.

Swinney, A. C. (2007). Bridging the gap: Building leadership capacity. *American Association of School Personnel Administrators: AASPA Best Practices in School Personnel*, May/June/July 2007, 14-15.

"Schools have become too complex to be led by just one person" (Swinney, 2007, p. 14). Administration needs to promote leadership within their school. The principal should not be the only person in a leadership role in the school and by training those professionals within the school can help to build capacity. With more than just one person helping in the leadership role, more innovative solutions can be utilized since each person brings something unique to the situation. It is important to provide professional development so these leaders within the school can work to create useful solutions.

Principals have so many roles they must promote and enhance as a school leader. Leadership needs to understand the importance of delegating roles and working with others within their school to work out cooperative decisions. "The difference between more effective principals and their less effective colleagues is not what they know, but it is what they do" (Swinney, 2007, pg. 15). Building capacity through professional development to enhance leadership among school personnel is an excellent way for a principal to be effective in their administrative role. Allowing members of the staff help make important decisions proves to those who work on the campus that the principal values others and is willing to listen to alternatives.

Week 5

After interviewing human resource personnel and my principal I have come to the conclusion that my principal, Dr. Lynda Carter, is more aware of district policies than those who run human resources. My principal explained that the Highland Park Independent School District maintains both District and Campus Emergency Operations plans for the safety of its students and employees. All administrators and safety committee members receive annual licensure in safety. During the 2010-2011 academic year, we conducted a district-wide safety audit that was extensive even involving the surveying of students. We have drills to go over tornado, fire, and

lock downs. We have a plan for evacuation in which we walk to the Middle School which is over a mile away. During campus orientation every year we review general safety precautions of the campus, drills, and preparedness for emergencies that might arise in the course of a day, month, or year.

Standard 4: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Supporting human resource functions:

- Collect and analyze data and information pertinent to the educational environment.
- Promote understanding, appreciation, and use of the community's diverse cultural, social and intellectual resources.
- Build and sustain productive relationships with community partners.

In the space below, describe which activities you completed for this course address ELCC Standard 4.

Week 3:

I chose to interview Robert Harris. He has been in education for fifteen years with nine of those years in an administrative position. He has worked as Highland Park's Administrator of Instructional Technology for seven years. Our district utilizes SDAS instead of PDAS. As an administrator, Mr. Harris creates an individual plan for his educational goals. He chooses two to three goals that connect to the bigger picture of Highland Park. He aligns goals to professional development days. These are tools to help Mr. Harris grow in his field but unfortunately do not always coincide in this manner. He thinks it is important that the district have a rubric of how the district is doing. He feels we sometimes get static and we must work to create a dynamic educational system. Mr. Harris stated that on the SDAS he identify his areas of strengths and weaknesses. It is important to know the places that need work and the areas that are done well.

As a technology administrator he feels he needs to help teachers see the importance of 21st century learning and teaching. He finds it a challenge to assist in buy in for 21st century. He said it is extremely difficult to get "buy in" from Food Services because they are not always at forefront. He could help them find opportunities to run applications to better use the tools to help job performance. He also feels it is important to assist in getting additional skills.

The Highland Park ISD Human Resource department understands global marketplace since our students will be in that area. Mr. Harris expressed that it is hard to know what our students will need in a global marketplace. It is difficult to know how to prepare students with skills that are foundational in nature and to build upon those with experience and a wide variety of cultural experiences to give skills set to be contenders. We want to do due diligences but hard when you are guessing what the skill sets our students need for their future.

Mr. Harris expressed that understanding the underpinning of everything we do and how we are

connected will maximize output and performance on a day to day basis. It is important to create a culture of security and safety so that risk taking is okay and part of the learning process.

Mr. Harris expressed that he is not a boss but an instructional leader. He attempt to mirror the Campus Instruction Technology (CIT) team but as an administrator. CIT's have a campus they are responsible in assisting whereas Mr. Harris is responsible for the administration. He designs and plans, as well as doing. There is partnership. It is not just one sole person in charge but a more collaborative entity. Participating in mutual collaboration is modeling what our students will have to do with their growth and learning journey.

Standard 5: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

Supporting human resource functions:

- Model principles of self-awareness, reflective practice, transparency, and ethical behavior.
- Safeguard the values of democracy, equity, and diversity.
- Consider and evaluate the potential moral and legal consequences of decision-making.
- Promote social justice and ensure that individual student needs inform all aspects of schooling.

In the space below, describe which activities you completed for this course address ELCC Standard 5.

Week 2

At the district level, TEA requests that all complaints begin at the lowest level preferably in writing to the principal of the school. If the complainant is not satisfied at the principal level then they need to go to the superintendent. If still not satisfied the complainant may ask for an appeal with the Board of Trustees. TEA recommends knowing the steps required by local policies and timelines.

Before submitting a complaint to TEA, they supply a list of programs and their requirements at <http://www.tea.state.tx.us/index2.aspx?id=5032>. Some of the programs listed are special education, test security for severe violations, Education Certification Programs. Within each program they have their own chain of command also with TEA being the last point of contact after going through the whole hierarchy.

If a person, group, or organization wishes to file a complaint after first going through their district hierarchy, they must go ensure to follow proper procedures. Once complaint is received, it will be given to the appropriate office. If the complaint meets criteria then the person filing will receive notice within ten working days. The school district will receive notice that a complaint was filed. This allows parties to submit additional information. After the preliminary review additional participants will be notified. TEA must provide districts for informal reviews and teachers to take part in a conference. TEA does keep student information protected if sheltered through the Family Education Rights and Privacy Act (FERPA).

Preliminary findings are not a final decision. They are as they state “preliminary” and not a final. Due to the Texas Public Information’s Act, members of the public may request excerpts from these proceedings. In other words, these proceedings are not held in confidence.

When a final decision is made, TEA provides it in writing to everyone involved. Since there is not an appeal processes a party may request in writing for reconsideration.

Any group, person, or organization may file a complaint with SBEC. They must first go through the chain of command through the district first before submitting a complaint.

An educator may at least receive a verbal reprimand and warning from the principal. They could be “written up” in which a written form of complaint can be submitted to Human Resources and permanently attached to their personnel file. The complaint can reach the Board of Trustees. A complaint could be filed and the educator could face legal penalties through the courts. Teachers’ certification could be in danger. Some conflicts could even result in the educator receiving time incarcerated.

Educators often “vent” about the students in their class to other professional educators. Some educators find health impairments of students difficult to work through.

As a principal I would first make sure all teachers on staff understand the importance of confidentiality concerning students. Ensuring the staff understands confidentiality guarantees to a certain extent that everyone understands the importance. I would make sure they understood that discussing students in any way whether they are students in special education, with health impairments, or just a member of their classroom. Recognize to the teachers that sometimes people like to vent or need to discuss issues about specific students but they cannot discuss with teachers who do not work with the student. Otherwise the teacher is in breach of confidentiality.

If a teacher was in violation of confidentiality, as the principal, I would first talk with the teacher to hear the teacher’s side of the complaint. Since every member of the staff was informed about confidentiality the teacher cannot say they were uninformed. Explain to the teacher the importance of confidentiality and that children deserve that type of professionalism. Depending on the severity of the incident would determine the proper consequence. Some teachers just need a reminder. If blatant then a more severe penalty. The teacher may need to be “written up” and a complaint in their personnel file. The educator may need to attend professional development courses on confidentiality and the reasons behind it. The teacher may need sensitivity training.

Standard 6: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Supporting human resource functions:

- Act to influence local, district, state, and national decisions affecting student learning.
- Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies.

In the space below, describe which activities you completed for this course address ELCC Standard 6.

Ramirez, A. (2002). Why merit pay for teachers doesn't work. *National Association of Elementary School Principals: NAESP Principal*, 21(1), 5-6.

Teachers need incentives. Too often teachers must keep themselves excited about their job. If corporate America did not utilize incentives, then our work force would drag. Teachers on the other hand are expected to mold the future and may receive a pat on the back for a job well done. Private schools have been rewarding excellence for years, but, for the most part public schools are under too much scrutiny to even consider merit pay. Merit pay does work as Denver Public Schools have seen through their successful pilot program. Our society rewards excellence so shouldn't teachers also receive a reward when they have done a good job? The problems unfortunately lie in how to decide who receives the merit pay. Many think there is no adequate way to judge teacher performance. "Issues of subjectivity, competitiveness and unreliable assessments are common arguments against merit pay" (Ramirez, 2002, pg. 3). Every school district is different. My school district does not worry, per se, about students passing but wants students to get commended on TAKS. Whereas, Dallas ISD wants their students to pass. These two districts cannot possibly have the same criteria for merit pay if TAKS is used as criteria. Local school boards must have the ability to decide the criteria if merit pay is to truly be subjective.

Week 4

With every form of assessment, summative or formative, the principal at my school expects the teachers to utilize this information to make data based decisions. After teachers have compiled and disaggregated their information, the principal meets with each team and sometimes meets with teachers individually to discuss their plans for implementation of their data based decisions. The principal knows that if she does not meet with the teachers then the teachers are less likely to follow through with their decisions. Usually the principal expects the teachers to utilize the assessment reports to assist in grouping students within each classroom for optimum learning.

The principal at my school also uses a "design team" which is in charge of ensuring that all teachers are utilizing high quality lessons. The team meets with groups of teachers to create lessons following the Schlechty model for engaging lessons. The team meets regularly with the principal for professional development and planning.

Week 5 Assignment, Part 3: Principal Competencies and Skills Survey

During Week 1, you completed a survey relating to the State Board for Educator Certification's (SBEC) principal competencies, to which this course is aligned. You will now retake this survey as a post-course self-evaluation.

Use the following number scales in responding to the statements expressing your perception of the importance of each skill, and in the second area identify the frequency of practice you will implement in applying the leadership skills.

Perception of Importance	Frequency of Practice
4. Very	4. Always
3. Somewhat	3. Often
2. Slightly	2. Sometimes
1. Not Important	1. Once in awhile
	0. Not at all

Be sure to compare and contrast Post-Course Survey responses with your Pre-Course Survey responses and include your reflections as field experience.

Domain I - School Community Leadership

Competency 001 – The Vision of Learner-Centered Leadership and Campus Culture

The principal knows how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

	Perception of Importance 4. Very 3. Somewhat 2. Slightly 1. Not Important	Frequency of Practice 4. Always 3. Often 2. Sometimes 1. Once in awhile 0. Not at all
The campus principal knows how to:		
1. implement strategies to ensure the development of collegial relationships and effective collaboration.	3	3
2. establish procedures to assess and modify implementation plans to ensure achievement of the campus vision.	3	3
3. acknowledge and celebrate the contributions of students, staff, parents, and community members toward realization of the campus vision.	3	3
4. respond appropriately to diverse needs in shaping campus culture.	3	3
5. use various types of information (e.g., demographic data, campus climate inventory data) to develop a campus vision and create a plan for implementing the vision.	3	3
6. align financial, human, and material resources to support implementation of the campus vision.	3	3
Total:	18	18

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Competency 002 – Learner-Centered Communication and Collaboration Supporting Campus Culture

The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs and mobilize resources to promote success.

	Perception of Importance 4. Very 3. Somewhat 2. Slightly 1. Not Important	Frequency of Practice 4. Always 3. Often 2. Sometimes 1. Once in awhile 0. Not at all
The campus principal knows how to:		
1. apply skills for building consensus and managing conflict.	4	4
2. implement effective strategies for systematically communicating with and gathering input from all campus stakeholders.	3	3
3. develop and implement strategies for effective internal and external communications.	3	3
4. respond to pertinent political, social, and economic issues in the internal and external environments.	3	3
5. communicate and work effectively with diverse groups in the school community to ensure that all students have an equal opportunity for educational success.	3	3
Total:	16	16

Competency 003 – Learner-Centered Integrity and Ethics of Leadership

The principal knows how to act with integrity and fairness and in an ethical and legal manner.

	Perception of Importance 4. Very 3. Somewhat 2. Slightly 1. Not Important	Frequency of Practice 4. Always 3. Often 2. Sometimes 1. Once in awhile 0. Not at all
The principal knows how to:		
1. implement policies and procedures that promote professional educator compliance with <i>The Code of Ethics and Standard Practices for Texas Educators</i> .	4	4
2. apply legal guidelines (e.g., in relation to students with disabilities, bilingual education, confidentiality, discrimination) to protect the rights of students and staff.	4	4
3. model and promote the highest standard of conduct, ethical principles and integrity in decision making, actions, and behaviors.	4	4
4. promote awareness of learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation.	4	4
5. apply laws, policies, and procedures in a fair and reasonable manner.	4	4
Total:	20	20

Domain II – Instructional Leadership

Competency 005 - Learner-Centered Instructional Leadership and Management

The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.

	Perception of Importance 4. Very 3. Somewhat 2. Slightly 1. Not Important	Frequency of Practice 4. Always 3. Often 2. Sometimes 1. Once in awhile 0. Not at all
The principal knows how to:		
1. facilitate the use and integration of technology, telecommunications, and information systems to enhance learning.	4	3
2. ensure that all students are provided high-quality, flexible instructional programs with appropriate resources and services to meet individual student needs.	4	4
3. facilitate the development, implementation, evaluation, and refinement of student services and activity programs to fulfill academic, developmental, social and cultural needs.	3	3
4. ensure responsiveness to diverse sociological, linguistic, cultural, and other factors that may affect students' development and learning.	3	3
5. analyze instructional needs and allocate resources effectively and equitably.	3	3
6. analyze the implication of various factors (e.g., staffing patterns, class scheduling formats, school organizational structures, student discipline practices) for teaching and learning.	3	3
Total	20	19

Competency 006 – Human Resources Leadership, Management, Professional Development and Appraisal

The principal knows how to implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for supervision and staff development, and apply the legal requirements for personnel management.

	Perception of Importance 4. Very 3. Somewhat 2. Slightly 1. Not Important	Frequency of Practice 4. Always 3. Often 2. Sometimes 1. Once in awhile 0. Not at all
The principal knows how to:		
1. work collaboratively with other campus personnel to develop, implement, evaluate, and revise a comprehensive campus professional development plan that addresses staff needs and aligns professional development with identified goals.	4	3
2. implement effective, appropriate, and legal strategies for the recruitment, screening, selection, assignment, induction, development, evaluation, promotion, discipline, and dismissal of campus staff.	4	4
3. use formative and summative evaluation procedures to enhance the knowledge and skills of campus staff.	4	3
4. engage in ongoing professional development activities to enhance one's own knowledge and skills and to model lifelong learning.	4	3
5. facilitate the application of adult learning principles and motivation theory to all campus professional development activities, including the use of appropriate content, processes, and contexts.	4	3
6. allocate appropriate time, funding, and other needed resources to ensure the effective implementation of professional development plans.	3	3

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7. diagnose campus organizational health and morale and implement strategies to provide ongoing support to campus staff.	3	3
Total	26	22

Competency 007 – Learner-Centered Organizational Leadership and Management

The principal knows how to apply organizational, decision-making, and problem-solving skills to ensure an effective learning environment.

	Perception of Importance 4. Very 3. Somewhat 2. Slightly 1. Not Important	Frequency of Practice 4. Always 3. Often 2. Sometimes 1. Once in awhile 0. Not at all
The principal knows how to:		
1. implement appropriate management techniques and group process skills to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment.	4	4
2. use strategies for promoting collaborative decision making and problem solving, facilitating team building and developing consensus.	4	3
3. encourage and facilitate positive change, enlist support for change, and overcome obstacles to change.	4	3
4. apply skills for monitoring and evaluating change and making needed adjustments to achieve goals.	4	3
5. implement procedures for gathering, analyzing, and using data from a variety of sources for informed campus decision making.	4	3
6. frame, analyze, and resolve problems using appropriate problem-solving techniques and decision-making skills.	4	3
Total	24	19

Domain III -- Administrative Leadership

Competency 008 – Budgeting, Resource Allocation, Financial Management and Technology

The principal knows how to apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management, and technology use.

	Perception of Importance 4. Very 3. Somewhat 2. Slightly 1. Not Important	Frequency of Practice 4. Always 3. Often 2. Sometimes 1. Once in awhile 0. Not at all
The principal knows how to:		
1. use effective planning, time management, and organization of personnel to maximize attainment of district and campus goals.	3	2
2. develop and implement plans for using technology and information systems to enhance school management.	4	2
3. acquire, allocate, and manage human, material, and financial resources according to district policies and campus priorities.	3	2
Total	10	6

In the space below, reflect on the responses you gave to the chart above. How do your responses differ from when you took the survey at the beginning of this course?

I learned in this course that the average principal spends half their time in Domain II, 33% in Domain I, and only 20% in Domain III. I found most areas extremely important but know that as an administrator I must balance my time accordingly. Using the chart above I tried to balance my time with the majority of my time being spent on Domain II and I. I did not put that I would spend too much time with Domain III but know that those skills are important.

Domain I - School Community Leadership

Competency 001 – The Vision of Learner-Centered Leadership and Campus Culture

It is important to give teachers autonomy but understand the principal is the leader and is held liable for the things that happen under our school's roof.

establish procedures to assess and modify implementation plans to ensure achievement of the campus vision.

It's important to ask for other's opinions and expertise when modifying and preparing a school vision.

acknowledge and celebrate the contributions of students, staff, parents, and community members toward realization of the campus vision.

It is important to acknowledge the contributions of staff and stakeholders.

Competency 002 – Learner-Centered Communication and Collaboration Supporting Campus Culture

develop and implement strategies for effective internal and external communications.

It is important that the principal is excellent in how communication occurs internally and externally so faculty and stakeholders are in consensus.

communicate and work effectively with diverse groups in the school community to ensure that all students have an equal opportunity for educational success.

My campus is mainly Caucasian so focusing on diversities does not seem to be of an utmost priority. Since I do not know what school I may be at next, it is important to understand the significance of cultural proficiency.

Domain II – Instructional Leadership

Competency 005 - Learner-Centered Instructional Leadership and Management

ensure responsiveness to diverse sociological, linguistic, cultural, and other factors that may affect students' development and learning.

It is imperative to be responsive to diverse cultures.

Competency 006 – Human Resources Leadership, Management, Professional Development and Appraisal

work collaboratively with other campus personnel to develop, implement, evaluate, and revise a comprehensive campus professional development plan that addresses staff needs and aligns professional development with identified goals.

It is important that the principal work with teachers and technology staff members to ensure appropriate technology professional development is available for the teachers.

diagnose campus organizational health and morale and implement strategies to provide ongoing support to campus staff.

Keeping moral positive at a school is crucial for the culture of a school.

Competency 007 – Learner-Centered Organizational Leadership and Management

use strategies for promoting collaborative decision making and problem solving, facilitating team building and developing consensus.

For teachers to feel valued the principal needs to collaborate with teachers and give the faculty time to build their teams for a better harmony within the school.

Week 5 Assignment, Part 4: Conducting Mediation and Reflections on Lessons Learned

Based on your assignments, especially from Week Two, Assignment, Part 2, Code of Ethics Mind Walk, and Week Three, Cultural Proficiency assignments regarding cultural conflicts, identify at least one common conflict or one that you would like to try to resolve and using the Mediation Report Form below, conduct a mock mediation. Feel free to ask colleagues to role play the parties to the Mediation and you may play the role of the single mediator, unless you have a partner who would like to mediate with you and if you do have a partner, I suggest that you alternate roles (e.g., Mediator #1 does the odd number of steps in the form; Mediator #2 does the even numbers). The parties role playing the identified conflict should assume the role of a staff member, parent, parent/student/teacher conflict – role play it just as you might mediate your identified conflict (e.g., you have selected a conflict between two teachers over consistency in handling classroom management or enforcing school rules; each teacher would be one of the parties to the conflict, and you are the lead mediator, and if you can recruit a partner, both of you will be conducting the mediation). The goal of this activity is practicing an important conflict resolution skill, mediation, that you may use to help resolve human resource types of conflicts, and as we stated throughout this course, adult conflicts will probably be more challenging for school leaders than many of the student to student conflicts.

Week 5 Assignment, Part 4a: Mediator Report

1. Hi, we will be your mediators today? (Introduce yourself)

Mediator 1 Leanne Knight

2. Please introduce yourself. (May wish to shake hands)

Person 1 Joy Smith Person 2 Robin Jackson

3. Let us explain the purpose of mediation:

WE ARE NOT HERE TO JUDGE WHO IS GUILTY OR NOT.

WE ARE HERE TO LISTEN AND HELP YOU SOLVE THIS CONFLICT.

4. Before you begin, we need for everyone to agree to the following ground rules: (each person must agree to each rule, one at a time – place an X when you look at each person, ask them to agree, and they say yes!)

Remain seated _____ No put downs or intentional insults _____

Do not interrupt _____ Agree to try to solve the problem _____

Be honest _____ Keep it confidential _____

5. These are the steps in mediation that we will follow:

- You will each have an opportunity to tell your side of the conflict - what happened?
- We will make sure everyone understands the conflict, and each person's point of view.
- We will ask you to imagine the conflict from the other person's point of view.
- We will ask you to brainstorm suggestions on how to solve the conflict.

- If we can reach an agreement to resolve the conflict, you will be asked to sign a contract promising to keep your word and follow the agreement.
- **If an agreement cannot be reached, the matter will be referred to a counselor, principal, or some other supervisor.**

6. Who would like to go first, and tell us what happened? Remember, everyone will get a chance to tell his or her side. (Make eye contact with each person, listen and repeat the story back to each person - for example, "So, I hear you saying . . ." or "In other words...you're saying . . .").

- You will each have an opportunity to tell your side of the conflict - what happened?
- We will make sure everyone understands the conflict, and each person's point of view.
- We will ask you to imagine the conflict from the other person's point of view.
- We will ask you to brainstorm suggestions on how to solve the conflict.
- If we can reach an agreement to resolve the conflict, you will be asked to sign a contract promising to keep your word and follow the agreement.
- **If an agreement cannot be reached, the matter will be referred to a counselor, principal, or some other supervisor.**

Week 5 Assignment, Part 4b: Mediator Report

In the space below, write your reflections on lessons learned from the Mock Mediation. Be sure to include the following:

- Describe the mediation process. How did the process work?
- Did the parties reach a mutual agreement to resolve the conflict? If not, what barriers prevented the resolution of the conflict?
- How might you be able to use this skill as a leader?

Mediation:

Hi, I will be your mediators today. Leanne Knight

Please introduce yourself. (May wish to shake hands)

Person 1 Joy Smith Person 2 Robin Jackson

Let me explain the purpose of mediation:

I AM NOT HERE TO JUDGE WHO IS GUILTY OR NOT.

I AM HERE TO LISTEN AND HELP YOU SOLVE THIS CONFLICT.

4. Before we start, I want to go over some basic norms with you.

Remain seated X X No put downs or intentional insults X X

Do not interrupt X X Agree to try to solve the problem X X

Be honest X X Keep it confidential X X

Here are the steps we will follow:

- You will each have an opportunity to tell your side of the conflict - what happened?
- We will make sure everyone understands the conflict, and each person's point of view.
- We will ask you to imagine the conflict from the other person's point of view.
- We will ask you to brainstorm suggestions on how to solve the conflict.
- If we can reach an agreement to resolve the conflict, you will be asked to sign a contract promising to keep your word and follow the agreement.
- **If an agreement cannot be reached, the matter will be referred to a counselor, principal, or some other supervisor.**

Mediator: Robin, please explain what happened?

Robin: You know how much I love working here and I appreciate Joy as a wonderful teacher to her students. I just feel like I am not appreciated by my team and I think it stems for Joy's lack of respect for my teaching abilities and classroom management. I know I do not do everything the same way as Joy but that does not mean I am doing it wrong. I ask the team a lot of questions but that is because I am trying to become a better teacher.

Mediator: Joy, please explain what happened?

Joy: As team leader, I try to be as helpful as possible to all my team members. I have expectations that they will act like professionals. I am under the assumption that they know the Kindergarten content. They all know where I keep my flipcharts if they wish to utilize what I have created. Most of the team shares enormous amounts of their resources. I just feel like Robin takes the lessons we create and never shared or adds to the lessons we are doing. We are a strong team except that many of the members feel like they are always giving their time and resources to Robin but never getting anything back. She is a very generous with her friendship to us all but we are at work and we need to ensure our team stays strong.

Mediator repeating what has been said:

Robin, I hear you saying that you do not feel like a valued member of the team and that you are starting to feel the beginnings of resentment and lack of respect between you and Joy. Is that correct?

Robin: yes, that is correct

Mediator: Robin, do you have anything else you would like to add?

Robin: Just that I appreciate this team and want us all to get along.

Mediator: Joy, I hear your frustration in that you feel like your professional relationship with Robin is one sided and you sense that you are always giving and Robin is taking without reciprocating. Am I hearing you correctly?

Joy: This is so embarrassing, but, unfortunately, yes, that is correct

Mediator Joy, do you have anything else you would like to add?

Joy: Just that I am frustrated at always being expected to create all the innovative lessons for Robin. I think if she cannot perform as expected on this campus then she take more professional development so she feels ready to perform at this high level. That way she can feel confident enough in her skills to create lessons and share them with the rest of the team.

Mediator: At this point we are going to try to roll play. Joy, let's start with you. If you were in Robin's place, and you felt you were not a valued member of the team and that you resentment and lack of respect, how would you feel?

Joy: I can assume it must be very difficult and humbling to not be respected by the team. I am sure it is probably hard to work in an environment where your opinions were not valued and the people who should be closest to you, your team, rarely appreciates you.

Mediator: Joy, I can tell you truly see how Robin's feelings have been getting hurt and how

devalued she feels. Now, Robin, if you took Joy's place, and you felt like your professional relationship was one sided and you sensed that you were always giving and not receiving anything in return?

Robin: I can only assume that it must be tiring and annoying to always feel like you are on the giving end of a situation. I am sure you would like to be on the receiving end more often. It must also be stressful already being the team leader then feeling you also need to supply all my lessons must be hard to bear.

Mediator: Robin, I could hear you understanding the frustration that Joy has been feeling in this situation. I want the two of you to come up with solutions to resolve the conflicts. Joy, let's start with you. How do you think we can put an end to this disagreement?

Joy: I think Robin would benefit from ongoing professional development. The lessons and ideas she receives in those sessions she could share with the rest of the team which would make the team feel more receptive to Robin being a contributing member of the team. I know I need to be more patient and understanding with Robin. If I find myself getting frustrated, I need to calmly tell Robin so I do not accidentally blow up at her. She does not deserve that type of treatment.

Mediator: Robin-what do you think about professional development

Robin: I would love to attend professional development sessions.

Joy: Do you like the idea of sharing with the team?

Robin: Yes, I would really like that part.

Mediator: Joy, do you think that if you do feel yourself getting frustrated that you can calm down before talking it over with her?

Joy: Yes, I truly do.

Mediator: Robin, now it is your turn. How do you think we can put an end to this disagreement?

Robin: I agree with Joy that professional development would be a great way for me to better my skill set. I like the thought of having things to share with the team. I rarely feel like what I might have is worthwhile so, thank you Joy. I do think I will go to as many sessions as I can find and fit comfortably in my schedule. I would like to ask Joy to not resent me or my lack of knowledge. If Joy does feel annoyed by me, I would hope she could talk with me and we could figure out a solution without having to go through mediation.

Mediator: Joy, do you think you can find a way to appreciate Robin as a team member again?

Joy: Of course

Mediator: Do the two of you think you can work through this as a team without mediation next time?

Both: Yes

Mediator: Here is our contract. Robin you agree to will attend professional development and share the knowledge gained with her team members. Joy, you agree to talking over disagreements with Robin calmly and trying to resolve your conflicts before they get to the point of mediation

Both: Yes

Mediator: Will this agreement work? Can you follow this contract?

Joy: I do not see anything within the contract that is not feasible. If for some unforeseen reason, are we allowed to ask for mediation if we find we are having problems again? I truly don't want to put the team through any more of this.

Mediator: Yes, you are welcomed to utilize the mediation but do try to problem solve amongst yourselves first. Joy please read over your section of the contract.

Joy: I agree to talking over disagreements with Robin calmly and trying to resolve our conflicts

before they get to the point of mediation.

Robin: I agree to attend professional development and share the knowledge gained with my team members.

Mediator: Any questions?

Both: No

Mediator: I will sign the contract. Please sign the contract and we will make copies for each of you.

How might you be able to use this skill as a leader?

As a leader, I appreciate having protocols for events. Having the mediation report allows leaders to work through a problem in a way that will benefit everyone without having to remember each step. If the leader follows the format, then the grievd parties will feel vindicated and more likely to find a solution to their problems.